



Montgomery County
Public Schools

Comprehensive
Six Year Plan

2014-2020

Division Leadership

School Board Members

B. Wendell Jones, Chair
Joseph T. Ivers, Jr., Vice Chair
Jamie M. Bond
Penny J. Franklin
Gunin Kiran
Joey Lyons
Sarah Woolsey

Superintendent

Brenda B. Blackburn

Leadership Team

Lois T. Graham, Assistant Superintendent for Curriculum and Instruction
John T. Staten, Assistant Superintendent for Operations
Daniel A. Berenato, Director of Facilities
Brenda L. Drake, Public Information Officer/ Board Clerk
Christina T. Gilley, Director of Special Education
Harvey C. Goodwin, Director of Technology
Joseph P. Makolandra, Director of Human Resources
Katherine C. Miano, Controller
Jennifer K. Weaver, Director of Secondary Education

Comprehensive Plan Design Team

Lois T. Graham, Assistant Superintendent for Curriculum and Instruction
Rhonda G. Baker, Supervisor of Literacy Programs
Judith K. Barylske, Lead Curriculum Supervisor
Julie Craft, Technology Coordinator
Carol Jennings, Assessment Coordinator
G. Daniel Knott, Jr., Principal, Eastern Montgomery High School
Joseph P. Makolandra, Director of Human Resources
Cyndi Pitonyak, Coordinator of Positive Behavior Support
Jonathan E. Schulz, Supervisor of Mathematics
Marcia A. Settle, Principal, Auburn Elementary School
Jennifer K. Weaver, Director of Secondary Education
Laura Williams, Grant Writer
Sean Bissell, BHS Student

Many individuals contributed to this plan in addition to Division Leadership. Montgomery County Public Schools greatly appreciates the participation, passion, and commitment of all stakeholders.

Comprehensive Planning Process

In the 2013-2014 school year, a Design Team of representatives from various roles including leadership, curriculum, assessment, technology, human resources and students was formed. This team met to design a planning process to effectively engage stakeholders and create a meaningful and easy-to-use plan to move the district forward.

This planning effort included a number of specific objectives beyond meeting the Commonwealth of Virginia's requirement for division six-year planning. Specifically, leadership wanted the plan to (1) engage as many stakeholders as possible, (2) ensure that the plan was a valuable tool that met the needs of its stakeholders, and (3) align the division's multiple diverse initiatives as much as possible.

To achieve these objectives, the planning effort incorporated several components. The division was seeking re-accreditation through the AdvancED/Southern Association of Colleges and Schools (S.A.C.S) during the 2013-2014 school year. Therefore multiple surveys provided by AdvancEd were administered and used to gather input for accreditation and to inform the comprehensive planning process. Once accreditation was earned, the commendations, suggestions, and required actions from the exit report were also used to inform the process.

One of the Design Team's first important decisions was to use the Montgomery County Student Achievement Team as a resource group to provide input. The input of this team resulted in the decision to build on the work of the existing plan. This included using the current vision and mission to gather feedback for revisions and retaining the same overall planning areas: Student Achievement, Leadership and Communications, and Safety and Wellness.

Throughout the process, the Design Team sought direct input from various groups and provided surveys for feedback. AdvancEd surveys were provided for all staff members, parents, and 2nd, 5th, 8th and 11th grade students. A survey on the vision and mission was provided for all staff members and the Montgomery County School Board. Input was also gathered through work with various superintendent advisory groups including the parent presidents, support staff, teachers, and representatives of the Montgomery County Education Association. Work sessions were held during All Staff to include all members of division leadership such as principals, directors, and supervisors. Selected Design Team members conducted structured interviews with students and held work sessions with curriculum supervisors. Additionally, a community meeting was held to gather input from parents, community members, businesses, and educational partners. School Board members also participated in a work session and provided a public hearing for input. Finally, a culminating survey was provided for all staff and community members.

The Design Team's role was to interpret information and performance data and create a meaningful plan to reflect the aspirations of the stakeholders and needs of the school system. Upon completion of the plan, the team presented the final document to the Montgomery County School Board for approval on June 17, 2014.

This team is also responsible for maintaining a working plan to assist in realizing the goals. The Design

Team will work with the division's leadership to identify lead roles and responsibilities for achieving the plan. It is anticipated that multiple action teams will be created to help drive, adjust and ensure effective implementation of the goals and objectives of the plan. Each school will develop and maintain a Comprehensive Improvement Plan to support the overall Division plan. Through this process, the Division will seek continued growth.

Montgomery County Public Schools Profile

Montgomery County is located in the New River Valley, in the Appalachian region of Southwest Virginia. The county covers an area of 393 square miles and is home to a population of approximately 95,000. Of these residents, 86% are white, 6% Asian, 4% African American, 3% Hispanic and 1% other races or ethnic groups. Montgomery County's largest population centers are two of the largest towns in Virginia. Blacksburg, with a population of 42,600, is home to Virginia Tech, the state's largest university. The town of Christiansburg, with 21,500 residents, is the county seat and retail hub. In addition, Montgomery County includes numerous unincorporated rural communities. The largest of these are Riner to the south, and Shawsville and Elliston to the east. The Montgomery County Public School district (MCPS) serves 9,500 students in grades K-12 and employs more than 1,600 staff members. There are 19 schools in the county's four attendance areas, including 11 elementary, four middle, and four high schools. The countywide percentage of students who qualify for free or reduced price lunch is 38%. This rate varies widely across district schools, from a low of 18% to a high of 67%.

Comprehensive Plan Development/Implementation/Review Cycle

SY2013-14

2013 - 2014: Information gathered and Comprehensive Plan developed
School reports on progress of Continuous Improvement Plans reviewed
June 2014: Comprehensive Plan presented to School Board for input and approval

SY2014-2015

November 2014: Division and school plans updated, revised, and presented to School Board, Superintendent reports on Division progress to School Board
March 2015: Mid-year monitoring of Division and school plans
July 2015: School reports on progress of Continuous Improvement Plans due

SY2015-2016

November 2015: Division and school plans updated, revised, and presented to School Board, Superintendent reports on Division progress to School Board
March 2016: Mid-year monitoring of Division and school plans
July 2016: School reports on progress of Continuous Improvement Plans due

SY2016-2017

November 2016: Division and school plans updated and revised
March 2017: Mid-year monitoring of Division and school plans
July 2017: School reports on progress of Continuous Improvement Plans due

SY2017-2018

November 2017: Division and school plans updated, revised, and presented to School Board, Superintendent reports on Division progress to School Board
March 2018: Mid-year monitoring of Division and school plans
July 2018: School reports on progress of Continuous Improvement Plans due

SY2018-2019

November 2018: Division and school plans updated and revised
March 2019: Mid-year monitoring of Division and school plans
July 2019: School reports on progress of Continuous Improvement Plans due

SY2019-2020

November 2019: Division and school plans updated, revised, and presented to School Board, Superintendent reports on Division progress to School Board
Begin development of new Comprehensive Plan
March 2020: Mid-year monitoring of Division and school plans
July 2020: School reports on progress of Continuous Improvement Plans due
Present new plan to School Board



Montgomery County
Public Schools

MCPS Six Year Plan 2014-2020

Motto

Engage, Encourage, Empower

Mission

Every student will graduate career and college ready and become a productive, responsible citizen.

Vision

We inspire learning by providing a nurturing environment, positive relationships, high expectations, and continuous growth.

Montgomery County Public Schools accomplishes our mission and vision through the implementation of the Model for Effective Instruction:



Core Values

Physical safety and emotional well being
Mutual trust and respect
Open communication
Accountability
Engagement and life-long learning

The Montgomery County Public Schools comprehensive continuous improvement process includes the following areas:

- 1. Student Achievement 2. Leadership, Operations, and Communication 3. Safety and Wellness**

Student Achievement

- **Goal: Students will graduate from Montgomery County Schools college and career ready.**
 - Establish and implement a system for students to develop academic and career goals that support a commitment to graduate with a plan.
 - Provide comprehensive curricular and extra-curricular opportunities, including fine arts.
 - Establish and implement a system of division-wide tiered interventions for reading and math.
 - Implement a division-wide Positive Behavior Interventions and Supports (PBIS) program.
- **Goal: MCPS staff will plan and implement effective instructional practices using the MCPS Model for Effective Instruction.**
 - Deliver culturally relevant, engaging, and responsive instruction using best practices and 21st Century learning tools.
 - Establish and implement a system for monitoring instructional practices and providing constructive feedback to teachers.
- **Goal: Students will demonstrate increased academic performance.**
 - Ensure equitable access to the curriculum, programs, and resources.
 - Use data from multiple sources to inform instructional decision-making.
 - Provide professional development in the areas of data collection and analysis to strengthen instructional practices.

Leadership, Operations, and Communication

- **Goal: MCPS will maintain and enhance effective leadership, operations, and communication practices.**
 - Provide systematic, formal, and job specific professional development for division leaders and classified employees.
 - Maintain and enhance communication with all stakeholders and provide opportunities for input.
 - Sustain and expand community partnerships that support division programs.
 - Participate in proactive, long-range planning to support division goals for each department.
 - Encourage diversity in staffing and the retention of highly qualified employees.

Safety and Wellness

- **Goal: MCPS will sustain a nurturing environment that ensures the physical safety and emotional well-being of all individuals within the learning community.**
 - Implement procedures and provide resources to ensure a safe and secure environment.
 - Provide programs and resources to promote wellness among staff and students.

Division-Wide Milestones

Division-wide milestones have been established to measure student progress. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement.

- **Grade 3**
 - Reading and mathematics at the proficient and advanced levels
- **Grade 5**
 - Reading and mathematics at the proficient and advanced levels
- **Grade 7**
 - Academic and Career Plans (ACP) developed
- **Grade 8**
 - Reading and mathematics at the proficient and advanced levels
- **Grade 9**
 - Promotion rate
- **Grade 11**
 - Reading and writing at the proficient and advanced levels
- **Graduation – College and Career Ready**
 - Graduation rate
 - Algebra II credit
 - Advanced Placement credits
 - Dual Enrollment credits
 - Career and Technical Education assessments
 - SAT/ ACT
 - Post secondary transition for students with disabilities
- **Kindergarten – Grade 12**
 - District Accreditation
 - Subgroup performance at each milestone
 - Student use of instructional technology

Appendix

Division Enrollment Projections

Following is the MCPS ten-year projected enrollment, which was calculated using the grade-progression ratio method and is based on most recent historical trends and birth data. According to this projection, Montgomery County's enrollment is expected to decrease slightly (approximately 1%) over the next four years and then follow a mostly increasing trend over the latter part of the ten-year projection period (approximately 1% above current levels in 2022-2023).

Year	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2013-14	777	806	682	743	704	735	654	770	769	790	751	705	625	9,511
2014-15	733	785	778	672	743	698	727	664	773	877	687	697	645	9,479
2015-16	766	736	756	763	663	732	689	739	668	880	763	637	641	9,433
2016-17	768	770	712	750	762	660	728	701	745	760	766	710	589	9,421
2017-18	781	772	740	704	745	757	656	741	707	848	662	713	652	9,478
2018-19	787	786	744	733	700	740	748	667	745	806	738	615	654	9,463
2019-20	793	791	757	736	728	693	733	761	671	848	702	686	566	9,465
2020-21	797	796	763	749	731	723	688	747	766	765	741	652	632	9,550
2021-22	804	802	768	756	745	726	717	700	750	872	667	687	600	9,594
2022-23	810	809	772	760	751	739	719	731	705	855	761	618	632	9,662

Study conducted by Weldon Cooper Center for Public Service, University of Virginia

Student Population by Ethnicity (September 30)

	2013-2014
American Indian	.21%
African American	4.80%
Asian	3.68%
Hispanic	3.59%
White	84.59%
Multi-Racial	3.07%
Total Population	9,514

Free and Reduced Lunch Percentages
(March 30, 2014)

School	Students Receiving Free or Reduced Price Lunch
Auburn Elementary	45.16%
Belview Elementary	51.16%
Christiansburg Primary	46.20%
Christiansburg Elementary	44.68%
Eastern Montgomery Elementary	66.53%
Falling Branch Elementary	46.90%
Gilbert Linkous Elementary	22.25%
Harding Avenue Elementary	21.57%
Kipps Elementary	22.99%
Margaret Beeks Elementary	32.15%
Price's Fork Elementary	51.92%
Auburn Middle	40.07%
Blacksburg Middle	21.14%
Christiansburg Middle	42.82%
Shawsville Middle	63.33%
Auburn High	37.67%
Blacksburg High	18.19%
Christiansburg High	35.83%
Eastern Montgomery High	60.37%
Independence Secondary*	81.82%
Division	38.16%

*An MCPS alternative school

Phonological Awareness Literacy Screening (PALS)
(Percent Identified for Remediation)

Grade Level	Spring 2013
K	12%
1 st	18%
2 nd	19%
3 rd	19%

Standards of Learning (SOL)
(Federal Accountability)

	2013-2014 (Based on 2012-2013 Scores)	
	Benchmark	English
Division (Grs 3-12)	Did Not Meet Federal Accountability (Graduation)	
All Students	66%	76.47%
Gap Group 1	52%	59.71%
Gap Group 2	49%	56.82%
Gap Group 3	53%	72.22%
Asian	80%	93.46%
Economically Disadvantaged	52%	59.96%
Limited English Proficient	44%	67.64%
Students w/ Disabilities	30%	38.53%
White Students	74%	77.28%

	2013-2014 (Based on 2012-2013 Scores)	
	Benchmark	Mathematics
Division (Grs 3-12)	Did Not Meet Federal Accountability (Graduation)	
All Students	64%	70.01%
Gap Group 1	52%	53.55%
Gap Group 2	51%	53.28%*
Gap Group 3	56%	66.27%
Asian	82%	95.10%
Economically Disadvantaged	52%	53.24%
Limited English Proficient	46%	72.56%
Students w/ Disabilities	41%	41.76%*
White Students	69%	70.67%

*Used three-year rolling average

Career and Technical Education

	Count
	2012-2013
State Licensures	19
Industry Certification	403
Total Credentials Earned	477
Students Earning One or More Credentials	412
CTE Completers	331

MCPS On-Time Graduation & Dropout Rates (Four-Year Completion Rate) Class of 2013—First-Time 9th-Grade Cohort 2009-2010

Subgroup	Cohort	Advanced Studies Diploma	Standard Diploma	Modified Standard Diploma	Special Diploma	On-Time Graduate Rate	GED	Certificate of Completion	Cohort Completion Rate	Dropouts
All Students	747	362	282	<	20	89.56%	20	0	92.24%	39
Asian	14	13	<	0	0	100.00%	0	0	100%	0
Black	39	14	17	0	<	84.62%	0	0	84.62%	<
Hispanic	19	11	<	0	0	89.47%	0	0	89.47%	<
White	640	303	246	<	18	89.22%	20	0	92.34%	32
Multi-Racial	33	21	10	<	0	96.97%	0	0	96.97%	<
LEP	10	<	<	0	0	100.00%	0	0	100%	0
Disadvantaged	224	49	115	<	11	79.02%	16	0	86.16%	18
Students w/Disabilities	75	<	41	<	20	97.33%	0	0	97.33%	<

< Indicates a number less than 10 students

Staffing Information

Year	Percent of Staff Highly Qualified
2012-2013	100.00%
2013-2014	97.00%